**U.S. Government & Civics**

**Mountain View High School**

**Instructor:** Miss Hicken (Mrs. Bohls)    **Email:** jhicken@alpinedistrict.org

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**“High school doesn’t teach us anything we really need to know.**

**Why don’t we learn how to do things like write checks and pay taxes?”**

**— Every high school student ever**

**Course objectives:** This class will address this ↑↑↑↑↑↑ common complaint. Why shouldn’t students learn how to pay taxes? Why shouldn’t students learn about jury duty, legal requirements for health and car insurance, voting, selective service policies, Social Security and Medicare withholding rates, and many other government functions? Answer: They should!

The U.S. Government & Civics class is designed to introduce students to the structure and functions of the United States government. Students will learn about the branches of government, separation of powers, the Bill of Rights, amendments, and more. Additionally, students will learn how the government impacts and shapes their lives, from SAGE testing to FAFSA, freedom of speech, no-fly lists, unemployment insurance, and more.

**Materials needed:**

* A writing utensil and paper

**WARNING:** Talking politics is one of the fastest ways to make people angry, and there will be potentially touchy subjects (gun control, abortion, government definitions of marriage, presidential candidates, race relations, executive orders, etc.) discussed over our two semesters together. Therefore, it is imperative that students keep these things in mind:

* **You don’t have to agree with what is said, but you MUST be respectful of the person saying it**
* **Law is reason unaffected by our own desires, or rather, the law is reason free from passion. When debates crop up in class, facts and logic MUST rule the day**

* **I don’t know how to handle crying students**

**Class structure:** The class will begin with an exploration of governing philosophy and the U.S. Constitution, but the bulk of the class will be dedicated to exploring how government affects people. We will embark on a simulation where students are “aged” to see how policies affect them at age 16 vs. how they affect them at age 65. Hopefully students will walk away understanding how governmental power works and where they fit in the U.S. governing model.

**Grading breakdown:**

50% - Tests and projects

30% - Quizzes and assignments

20% - Homework

**PLEASE RETURN ONLY THIS PAGE — KEEP THE OTHERS FOR REFERENCE**

**Disclosure document signature page**

**U.S. Government & Civics**

Your signature below indicates that you have read Miss Hicken’s disclosure document and understand the items contained within it:

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent/guardian email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments/concerns/questions/extra sensitivities I should be aware of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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